

Leadership Development Program (LDP)



***'I will not fail those with
whom I serve.'***

On-Campus Assessor Training

Leader Development and Assessment Course
U.S. ARMY CADET COMMAND



Why Assessor Training?



- **Understand LDP, what your cadre learns, and how it applies at LDAC and on campus**
- **Understand LDP management tools**
- **Improve understanding of and abilities to execute LDP**
 - **Recognizing, Recording, Classifying, and Rating behaviors**
- **Improve abilities to write Blue Cards and provide cadet feedback**



Leader Development



A continuous process of training, assessment and feedback with the goal of instilling and enhancing desirable behavior in military organizational managers.

- Principles of FM 22-100
- Standardized Assessment Technology
- Individual Focus
- Developmental Feedback
- Structured Leadership Opportunities
- Assessor Qualification
- 360-degree Assessment



LDP Model and Management Tools



LDP Administrative Model



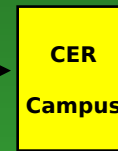
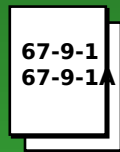
MSL I&II



Performance Counseling

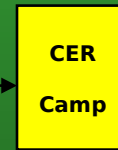
Development Plan

Campus

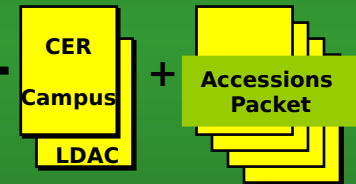


MSL III

LDAC

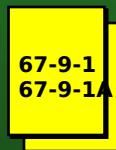


OML and Branching



Development Plan

MSL IV





Opportunities To Excel



- **Minimum of Five Evaluations:**



Managing Leadership Opportunities Warrior Forge

WARRIOR FORGE 2004 - LEADERSHIP OPPORTUNITY ROSTER																																		UNIT					
SQUAD	NAME	MONTH	DATE																																				
		CYCLE	DAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
1	DAVIS				SA							SL									SL																		
	HEENEY				SA							SL									PL	SL																	
	BRAUCKMILLER					SA						SL									PL		SL																
	GARELL						SA						SL										SL																
	ELLIS							SA						SL									PS	SL															
	CODY								SA						SL										SL		SA												
	JOHNSON									CO						SL										SA													
	GREENE									XO																													
	BARDEN			SA	SA					SL																		SA											
ALLISON			SA	SA							PL																												
PILLAI					SA						SL										SL																		
2	SELL																																						
	BEVIS																																						
	HALE																																						
	FISHER																																						
	HUFFMAN																																						
	BOUGHER																																						
	WILLIAMS																																						
	MC CALL																																						
	CANDERS																																						
ORYSCHAK																																							
EDWARDS																																							
3	SCHUYLER																																						
	THOMPSON																																						
	BAIN																																						
	KNIGHT																																						
	ORTIZ																																						
	CHRISTENSEN																																						
	MCCROCKY																																						
	MILLER																																						
	WEAVER																																						
EDDY																																							
MOORE																																							
4	JACKSON																																						
	ROUSE																																						
	ZABEL																																						
	HAMILTON																																						
	MARTINEZ																																						
	MASON																																						
	QUINATA																																						
	LAW																																						
	MCCONVILLE																																						
FEAGLER																																							
PETERMAN																																							

ion

ors

LEGEND

PTO

PTLT

PTNCO

Fair distribution
Diverse
Unbiased
Mult. Assessors

LEGEND

PTO

PTLT

PTNCO



Opportunities To Excel Campus



- Minimum of 5 during MSL III year
- Designed to elicit leadership behavior
- Selected to meet individual developmental needs



Managing Leadership Opportunities



- Periodically review and revise
 - Adapt to meet developmental requirements
 - Use Special Projects as Ldr Opportunities
 - Cadet Mentorship
 - Restructure to provide multiple opportunities
 - Longer term assessments (2 weeks or more)



MANAGEMENT TOOLS



Management Tools



Handout Materials

- **Slide Handout**
- **LDP Handbook**
- **CCF 156-4a (Blue Card)**
- **CCF 156-2 (Yellow Card)**
- **CCF 156-18a (Cadet JPSC)**
- **CCF 156-18b (Assessor JPSC)**
- **Leadership Performance Indicators (Salmon Cards)**
- **CCF 156-17 (Peer Evaluations)**



Management Tools



LEADERSHIP DEVELOPMENT PROGRAM (LDP)



LDP HANDBOOK



U.S. Army Cadet Command



Management Tools



LEADERSHIP ASSESSMENT REPORT

CADET COMMAND REG 145-3
REQUIREMENTS CONTROL SYMBOL ATCC-122

PART I - RECORD OF OBSERVATIONS AND COUNSELING

Check here if **SPOT REPORT** ☐

a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts II and III. Use Continuation Card if necessary.

b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" dimension as identified in Part II. ("IMPROVE" comments are required for each "N" entry in Part II) Not required for Spot Report.

SUSTAIN:

IMPROVE:

RATED CADET NAME

UNIT

DUTY POSITION (Location if Spot Report)

DATE

RATED CADET SIGNATURE

ASSESSOR NAME / INITIALS

CADRE

CADET

☐☐



Management Tools



PART II - CHARACTER: Disposition of the leader: combination of values, attributes, and skills affecting leader actions

a. ARMY VALUES (Comments mandatory for all "NO" entries. Use Part I.)

Yes No

Yes No

1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit, and the soldier

2. DUTY: Fulfills professional, legal, and moral

5. HONOR: Adherence to the Army's publicly declared code of values

3. RESPECT: Promotes dignity, consideration, fairness, & EO

6. INTEGRITY: Possesses high personal moral standards; honest in word and deed

4. SELFLESS-SERVICE: Places Army priorities before self

7. PERSONAL COURAGE: Manifests physical and moral bravery

b. LEADER ATTRIBUTES / SKILLS / ACTIONS:

Mark "E", "S", or "N" for each observed dimension. IMPROVE comments in Part II are mandatory when rating of "N" is indicated.

1. ATTRIBUTES

Fundamental qualities and characteristics

ME

MENTAL

E

S

N

PH

PHYSICAL

E

S

N

EM

EMOTIONAL

E

S

N

Possesses desire, will, initiative and discipline

Maintains appropriate level of physical fitness and military bearing

Displays self-control; calm under pressure

2. SKILLS

Skill development is part of self-development; prerequisite to action

CN

CONCEPTUAL

E

S

N

IP

INTERPERSONAL

E

S

N

TE

TECHNICAL

E

S

N

Demonstrates sound judgment, critical/creative thinking, moral reasoning

Shows skill with people; coaching, teaching, counseling, motivating and empowering

Possesses the necessary expertise to accomplish all tasks and functions

TA

TACTICAL

Demonstrates proficiency in required professional knowledge, judgment, and warfighting

E

S

N

3. ACTIONS Major activities leaders perform; influencing, operating and improving

INFLUENCING

Method of reaching goals while operating/improving

CO

COMMUNICATING

E

S

N

DM

DECISION-MAKING

E

S

N

MO

MOTIVATING

E

S

N

Displays good oral, written, and listening skills for individual / groups

Employs sound judgment, logical reasoning, and uses resources wisely

Inspires, motivates, and guides others toward mission accomplishment

OPERATING

Short-term mission accomplishment

PL

PLANNING

E

S

N

EX

EXECUTING

E

S

N

AS

ASSESSING

E

S

N

Develops detailed, executable plans that are feasible, acceptable, and suitable

Shows tactical proficiency, meets mission standards, and takes care of people / resources

Uses after-action and evaluation tools to facilitate consistent improvement

IMPROVING

Long-term improvement in the Army, its people, and organizations

DE

DEVELOPING

E

S

N

BD

BUILDING

E

S

N

LR

LEARNING

E

S

N

Invests adequate time and effort to develop individual subordinates as leaders

Spends time and resources improving teams, groups, and units; fosters ethical climate

Seeks self-improvement and organizational growth; envisioning, adapting and leading

PART III - OVERALL NET ASSESSMENT (Circle one)

E

S

N



ROTC Cdt Cmd Reg 145-3
REQUIREMENTS CONTROL SYMBOL ATCC-122



Management Tools



My Strongest Dimensions: (list 1, 2 or 3)

Dimensions I Need to Improve: (list 1, 2 or 3)

Complete self-assessment to this point and turn it in prior to counseling

Cadet Summary of Counseling

My Strong Dimensions (As Noted by Evaluator): (list)

Dimensions to Improve (As Noted by Evaluator): (list)

Actions I Plan to Take: (sentences or bullets)

Cadet's Signature

CC Form 156-2-R (Reverse Side) Jun 97

Date

Management Tools

LEADERSHIP DEVELOPMENT PROGRAM (LDP)

LEADERSHIP PERFORMANCE INDICATORS



U.S. Army Cadet Command

Examples of behavior used in this document are designed to assist the user in defining the appropriate leadership dimensions. The examples are not all-inclusive; users will use judgment in situations where observed behavior is not specifically referenced in this document.

The standards of behavior quantify differences between Excellent and Satisfactory levels of performance; performance not achieving standards for Satisfactory is considered Needs Improvement.



Management Tools



PEER EVALUATION REPORT

(ROTC Cdt Cmd Reg 145-3)

REQUIREMENTS CONTROL SYMBOL

ATCC-122

CADET (RATER)

UNIT

DATE

CADET (RATED)

RANKING _____ OF _____

WHAT ARE THIS INDIVIDUAL'S STRONGEST (ONE, TWO, OR THREE) LEADERSHIP DIMENSIONS AND WHY?

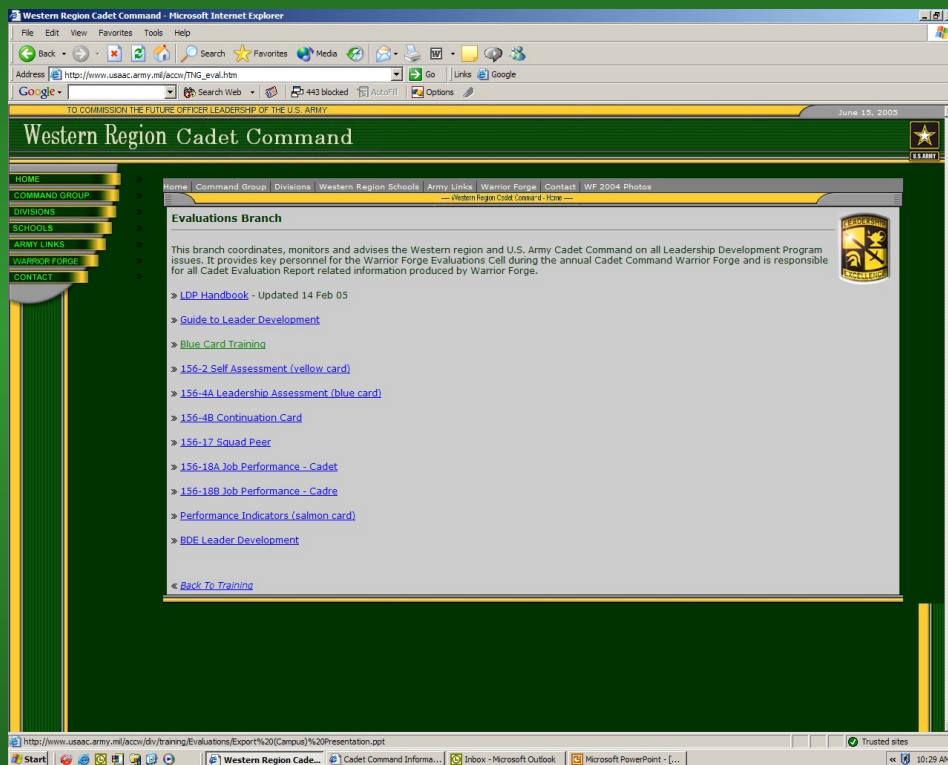
WHAT ARE THIS INDIVIDUAL'S WEAKEST (ONE, TWO, OR THREE) LEADERSHIP DIMENSIONS AND WHY?



On-Campus LDP Training



- LDP Handbook
- Powerpoint Presentation (Extract of TAC Staff Training)
 - Western Region website/ Training Division/ Evaluations Branch
http://www.usaac.army.mil/accw/TNG_eval.htm
- LDP Cards – Contact your Region HQ
 - Eastern: Mr. Richard Avelis (502) 624-7503
 - Western: Mr. Allen Cunniff (253) 967-6215





Leadership Development Program (LDP)



**“....I don’t know how to define it, but I
know it when I see it.”**

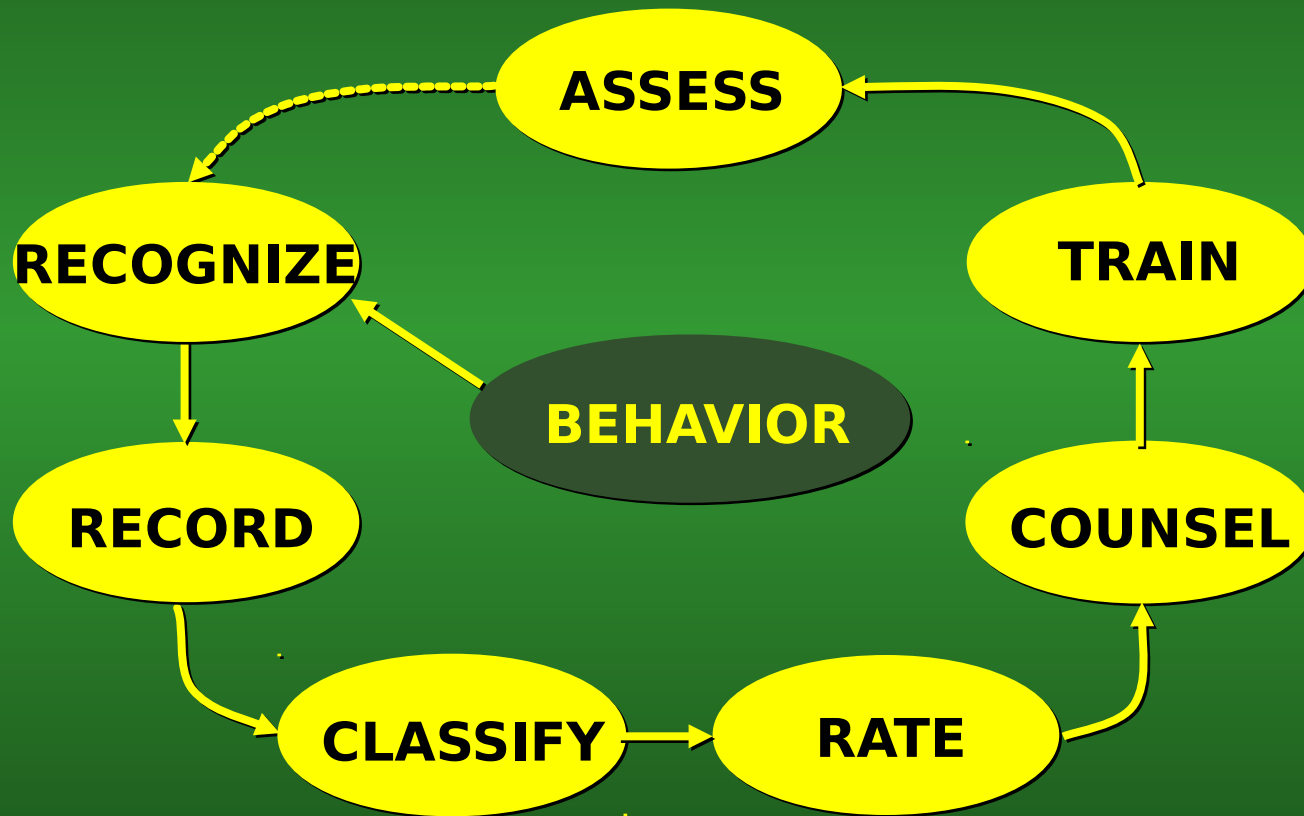
-- Chief Justice Potter Stewart, 1964



Cycle of Assessment

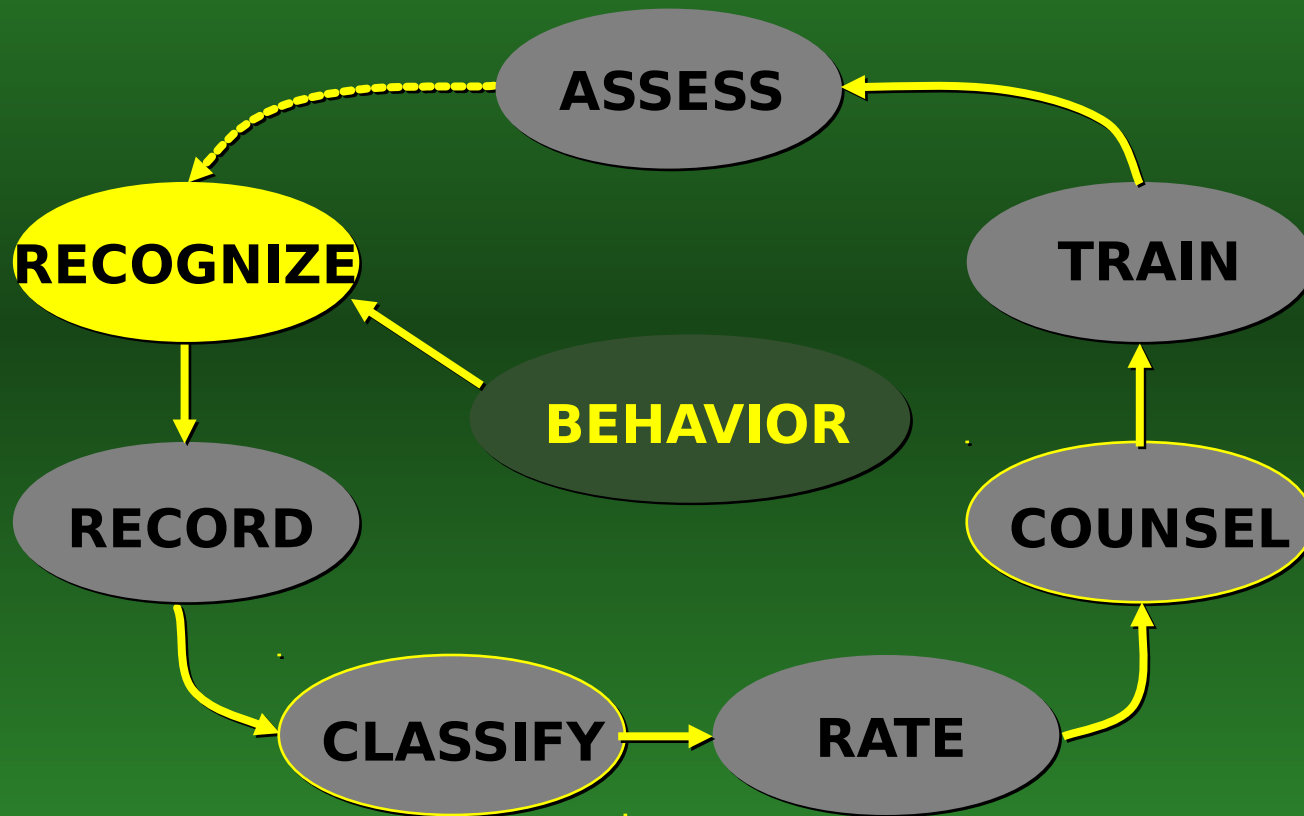


LDP Handbook pages 6-15





Recognizing Behavior





Recognizing Behavior



- *Leadership behavior is present in virtually all circumstances; in leadership or as follower, in ROTC or non-ROTC events, in public or private events, in professional or personal capacities.*
- *Don't allow intense focus on ROTC activities to blind you to valuable insight from other sources.*

Recognizing Concerns:

- Alcohol or substance abuse
- Time management problems
- Personality or psychological problems
- Academic difficulties
- Cultural or gender intolerance
- Family problems
- Financial difficulties
- Dishonesty
- Lack of social skills

Recognizing Achievement:

- Sports achievements
- Civic involvement
- Employment
- Activities in NG or Reserve units
- Academic honors
- Special skills
- Newsworthy behavior
- Fraternity or sorority duties
- Special projects



Recognizing Behavior



CRITICAL VS NON-CRITICAL BEHAVIOR

- **CRITICAL** - Significant impact on current or future leader effectiveness
- **NON-CRITICAL** - Little, if any, impact on leader effectiveness

The criticality of some leadership behavior is situational – behavior may have no impact in one situation, yet be key in another

Place behavior in context...does it impact current or future effectiveness?

Encourage adaptation to fit situation as appropriate



Recognizing Behavior



DIRECT VS INDIRECT OBSERVATION

- **DIRECT** - Behavior is witnessed
- **INDIRECT** - Results of behavior are witnessed, implying behavior occurred

Direct is generally best, but some behavior cannot be directly observed

Indirect observations allow assessor to derive the existence of leader behavior by witnessing its effects



Recognizing Behavior



FIRSTHAND VS SECONDHAND OBSERVATION

- **FIRSTHAND** - Behavior was personally witnessed
- **SECONDHAND** - Behavior was witnessed by another

Where assessor cannot physically be present, can accept the account of a trusted source

Trust, but verify

Secondhand observation may serve best to point to potential leader behavior issues



Recognizing Behavior



RECURRING BEHAVIOR (Generally predictable)

- **Orders Processes**
- **PCIs / REHEARSALS**
- **Mission Execution**
- **AAR**

NON-RECURRING BEHAVIOR (Often unpredictable)

- **Personality Conflicts/conflict within a team**
- **Cadet Initiatives/unanticipated problems**
- **Breaches Of Discipline**
- **Personal Interaction**
- **Performance Under Stress**



1st PRACTICAL EXERCISE

RECOGNIZING BEHAVIOR

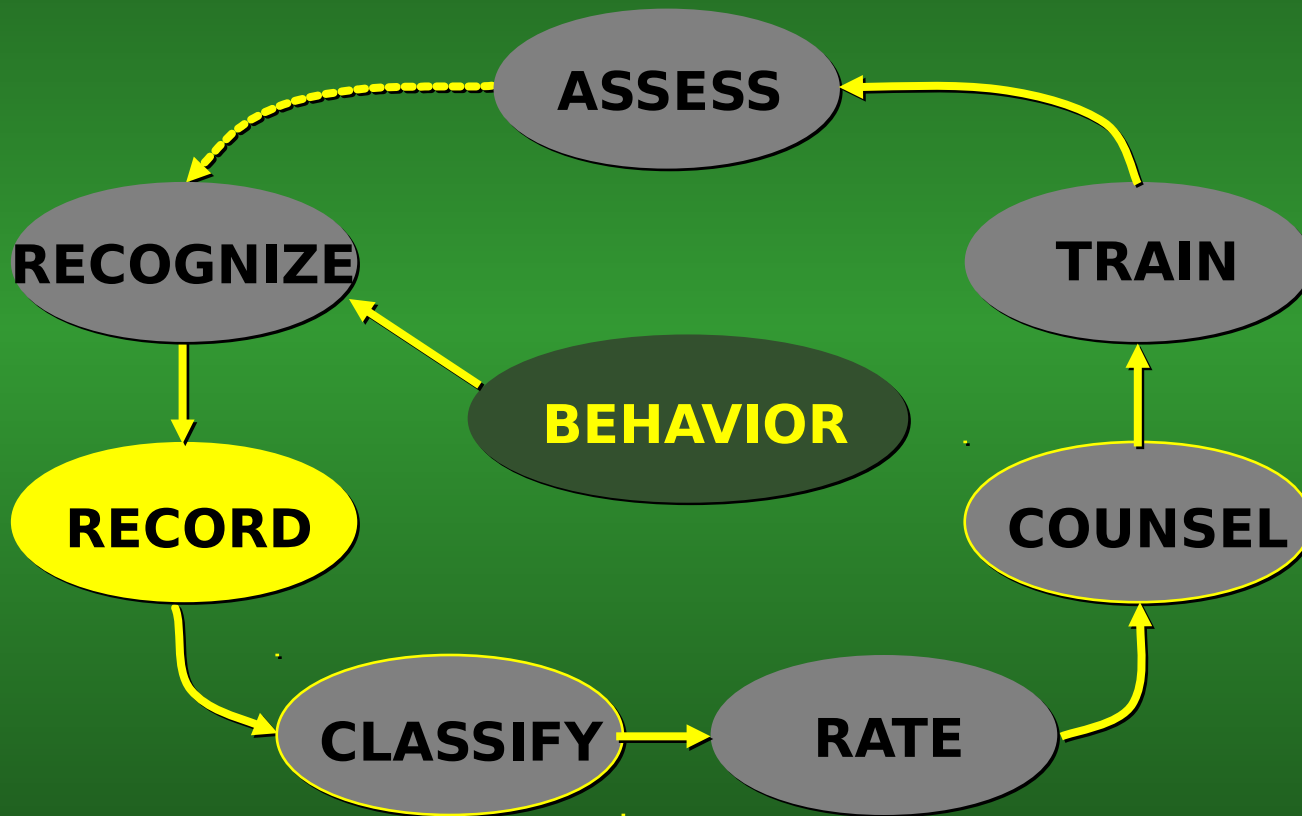


2ND PRACTICAL EXERCISE

RECOGNIZING BEHAVIOR



Recording Training





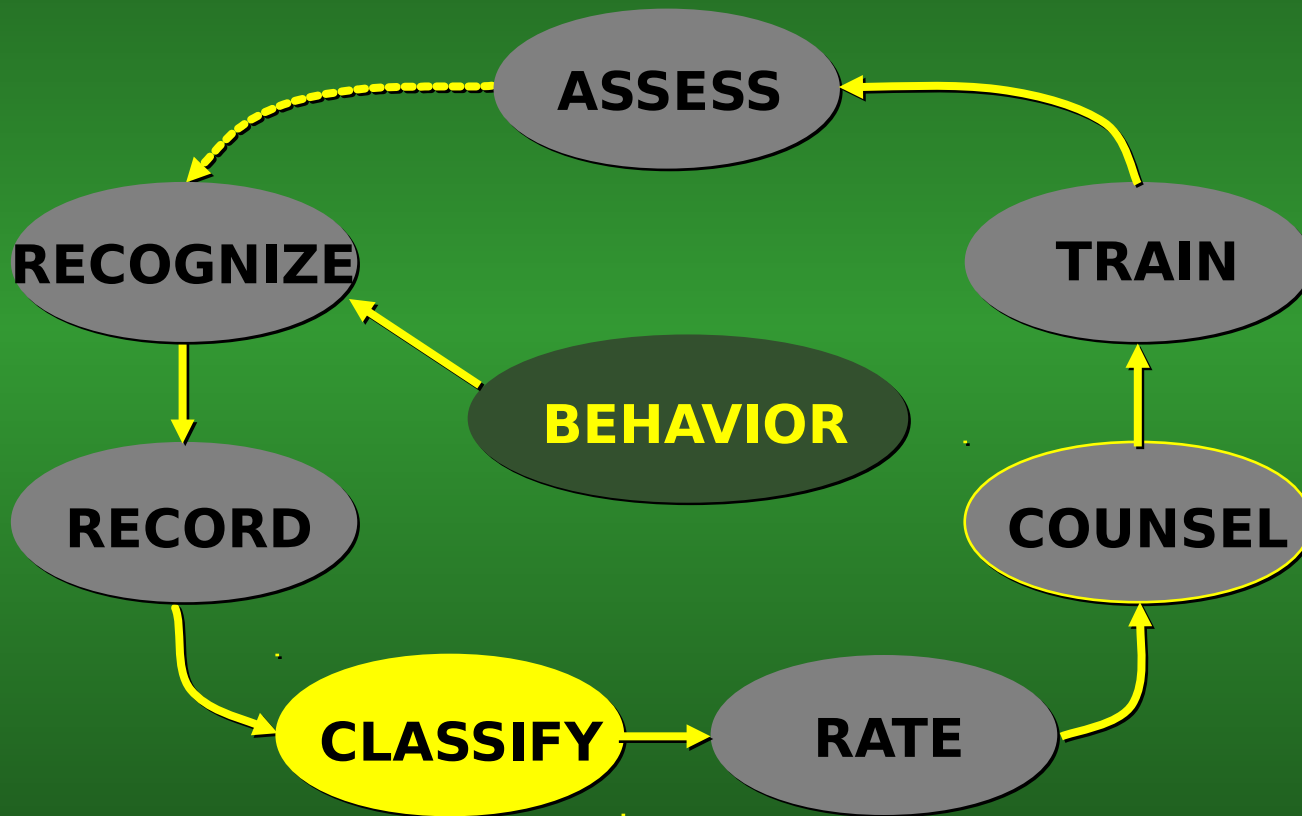
Recording Training



- *Written or mental notes depending on duration*
- *Detailed, organized notes*
 - Enhance developmental counseling
 - Support summary ratings
- *Every note should have a purpose*
 - Record only critical behavior
 - Summarize recurring behavior (communication, technical, physical, etc.) rather than recording every instance



Classifying Behavior





Classifying Behavior



VALUES

Loyalty Duty Respect Selfless Service Honor Integrity
Personal Courage

ATTRIBUTES

Mental - Physical - Emotional

SKILLS

Conceptual - Interpersonal
Technical - Tactical

ACTIONS

Influencing: Communicating - Decision Making - Motivating

Operating: Planning - Executing - Assessing

Improving: Developing - Building - Learning



Initial Shot Group Exercise



1. You observe a cadet presenting an OPORD to his entire platoon during the first day of a joint FTX. You determine by the manner in which the cadet presents the OPORD that he is clearly in charge--the cadet displays good command presence.

Which dimension is most appropriate?



Initial Shot Group Exercise



2. You are an evaluator for an especially difficult FLRC lane. Most cadets have to ask for a lot of clarifying details before they understand what they are supposed to accomplish. The cadet you are currently evaluating receives the mission briefing, spends a couple of minutes looking over the obstacle and then immediately briefs an innovative plan to negotiate the obstacle.

Which dimension is most



Initial Shot Group Exercise



3. You are in the AA evaluating a squad leader for a SQD STX mission. The squad leader has tasked a subordinate to set up a claymore for his upcoming rehearsal. Just before the rehearsal, the SL notices the claymore is set up improperly and loudly calls the cadet who set it up a “idiot”.

Which dimension is most appropriate?



Initial Shot Group Exercise



4. You are evaluating a squad leader in a garrison environment. The squad leader is giving a class on how to knock out an enemy bunker. The squad leader obviously has a complete and full understanding of how to properly knock out an enemy bunker.

Which dimension is most appropriate?



Initial Shot Group Exercise



5. You are an evaluator for a SQD STX lane. You give the mission briefing to the squad leader you are evaluating. Within three minutes the SL evaluates lane's obstacle and issues a good plan in the five paragraph OPORD format.

Which dimension is most appropriate?





Initial Shot Group Exercise



6. You are evaluating a squad leader conducting a SQD STX mission. In the AA you observe the SL lead his squad through rehearsals for actions on the objective, react to sniper and react to near/far ambush.

Which dimension is most appropriate?



Classifying Behavior - VALUES



**L
D
R
S
H
I
P**



Classifying Behavior - VALUES



- ▣ **Consistent with moral principles society considers desirable; largely determined by the expectations of others**
- ▣ **Forms the basis of trust:**
 - **National trust of Army**
 - **Army's trust of its individuals**
 - **Individual's assessment of leaders and self-worth**
- ▣ **May be demonstrated at anytime - in leadership or as a follower**
- ▣ **Behavior is often best captured in a Spot Report**



Classifying Behavior - VALUES



LOYALTY - *Bond based on sense of obligation to those relying on you*

Demonstrate devotion to:

- Constitution
- Higher HQ
- Nation
- Subordinates
- Army
- Family

LO

“Faithfully supporting family, friends, country, te



Classifying Behavior - VALUES



DUTY - Meeting requirements of job, tasks or mission by fulfilling your obligations

Fulfilling professional obligations with a strong work ethic

Initiative compels the leader to exceed minimum standards

**Demonstrating a “mission first” attitude
“Professional work ethic”
Pursuing excellence**

DU



Classifying Behavior - VALUES



RESPECT - *Treating people as they should be treated*

Recognition and Regard of Human Dignity

Through:

- Tolerance for others
- Fairness in dealing with others
- Balancing mission and human needs
- Discretion and tact

RE

"Treating others with dignity"



Classifying Behavior - VALUES



SELFLESS SERVICE - *Putting the welfare of the nation, the Army, and subordinates before their*

Willingly accept personal hardship and sacrifice

Devote effort to others without expecting reward

Willingly sharing credit with others

“Team above self” attitude

Foregoes personal comforts for the sake of others

SS

“Placing personal interests aside”



Classifying Behavior - VALUES



HONOR – *Demonstrates pride in personal behavior and encourages the same in others*

Compelled to live by personal values

Does not lie, cheat, steal or tolerate those actions by others

Possesses innate sense of responsibility - duty bound

HO

Seeks to set the example

“Compelled by a strong sense of right”

Selfless



Classifying Behavior - VALUES



INTEGRITY – Reliably does what is
legally and morally right

Consistently adheres to moral and legal
obligations

Trustworthy, truthful and upright at all
times

IT

Honest in word and deed

“Reliable and trustworthy”
Does not lie, cheat or steal



Classifying Behavior - VALUES



PERSONAL COURAGE - *Show physical
and moral bravery*

Perseveres in the face of adversity

**Accepts responsibility for mistakes and
shortcomings**

Takes responsibility for decisions and actions

Adequately copes with stress and fears

PC

“Overcoming physical and mental fears”



Classifying Behavior



**A
T
T
R
I
B
U
T
E
S**

**ME - MENTAL
PH - PHYSICAL
EM - EMOTIONAL**

**S
K
I
L
L
S**

**CN - CONCEPTUAL
IP - INTERPERSONAL
TE - TECHNICAL
TA - TACTICAL**

INFLUENCING

**CO-
COMMUNICATING
DM-
DECISIONMAKING
MO - MOTIVATING
PL- PLANNING
EX-
EXECUTING**

OPERATING

IMPROVING

**AS-
ASSESSING
DE- DEVELOPING
BD- BUILDING
LR- LEARNING**

**A
C
T
I
O
N
S**



Classifying Behavior - ATTRIBUTES

B

E

K

N

O

W

D

O

MENTAL

PHYSICAL

EMOTIONAL

A person's fundamental qualities and characteristics.



Classifying Behavior - ATTRIBUTES



MENTAL - Presence of intellectual capacity

- Intellectual Capacity & Stamina

- Mental Strength

- Initiative

- Will

- Drive

ME



Classifying Behavior - ATTRIBUTES



PHYSICAL - Presence of physical readiness

- Physical Strength And Fitness
- Energy And Stamina
- Projection Of Physical Strength
- Bearing
- Professional Appearance

P

H



Classifying Behavior - ATTRIBUTES



EMOTIONAL - Maintaining presence during periods of stress

- **Able To Function During Stress, Chaos & Rapid Change**
- **Maintaining Positive Outlook Under Duress**
- **Maintaining Balance And Stability**
- **Self-control Under Pressure**
- **Handling Competing Demands**
- **Emotional Strength**

EM



Azimuth Check



1. You observe a cadet presenting an OPORD to his entire platoon during the first day of a joint FTX. You determine by the manner in which the cadet presents the OPORD that he is clearly in charge--the cadet displays good command presence.

PH or EM



Classifying Behavior



**A
T
T
R
I
B
U
T
E
S**

ME - MENTAL

PH - PHYSICAL

EM - EMOTIONAL

**S
K
I
L
L
S**

CN - CONCEPTUAL

IP - INTERPERSONAL

TE - TECHNICAL

TA - TACTICAL

INFLUENCING

CO-

COMMUNICATING

DM-

DECISIONMAKING

OPERATING

MO - MOTIVATING

PL- PLANNING

EX-

EXECUTING

AS-

IMPROVING

ASSESSING

DE- DEVELOPING

BD- BUILDING

LR- LEARNING

**A
C
T
I
O
N
S**



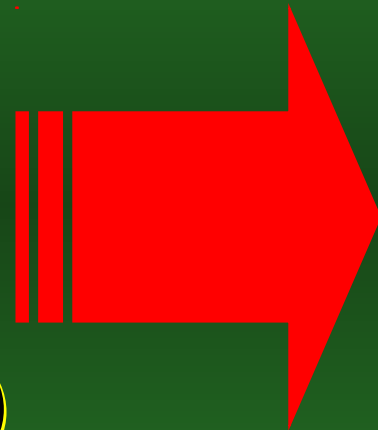
Classifying Behavior - SKILLS

CONCEPTUAL

TECHNICAL

TACTICAL

INTERPERSONAL



**B
E
K
N
O
W
D**

Core competencies expected of all leaders.



Classifying Behavior - SKILLS



CONCEPTUAL - Skill in handling ideas and concepts--using intelligence

- Innovation
- Creative thinking
- Understanding & improvising within the commander's intent
- Analyze, Synthesize, and Improvise

CN

“Skill with ideas”



Azimuth Check



2. You are an evaluator for an especially difficult FLRC lane. Most cadets have to ask for a lot of clarifying details before they understand what they are supposed to accomplish. The cadet you are currently evaluating receives the mission briefing, spends a couple of minutes looking over the obstacle and then immediately briefs an innovative plan to negotiate the obstacle.

ME or CN



Classifying Behavior - SKILLS



INTERPERSONAL - Skill with people

- ❑ Gets along well with peers
- ❑ Readily interacts with others
- ❑ Earns trust and respect
- ❑ Sought by others for expertise / counsel

IP



Azimuth Check



3. You are in the AA evaluating a squad leader for a SQD STX mission. The squad leader has tasked a subordinate to set up a claymore for his upcoming rehearsal. Just before the rehearsal, the SL notices the claymore is set up improperly and loudly calls the cadet who set it up a “idiot”.

IP or RE



Classifying Behavior - SKILLS



TECHNICAL - Skill with things

- Skill with equipment, weapons, systems
- Competency in basic soldier skills
- Understanding basic tactics, techniques & procedures
- Preparation of operations order
- Proficiency in job related tasks

TE

"Skill with equipment and procedures"



Classifying Behavior - SKILLS



TACTICAL - Skill in using people, ideas and things to accomplish tactical missions

- **Orchestrating available means to win engagements**
- **Application of small unit tactics in training or war**
- **Solving problems concerning the employment of units in combat scenarios**

TA

“Applied skills in the tactical environment”



Azimuth Check



4. You are evaluating a squad leader in a garrison environment. The squad leader is giving a class on how to knock out an enemy bunker. The squad leader obviously has a complete and full understanding of how to properly knock out an enemy bunker.

TE or TA



Classifying Behavior



**A
T
T
R
I
B
U
T
E
S**

ME - MENTAL

PH - PHYSICAL

EM - EMOTIONAL

**S
K
I
L
L
S**

CN - CONCEPTUAL

IP - INTERPERSONAL

TE - TECHNICAL

TA - TACTICAL

INFLUENCING

CO-

COMMUNICATING

DM-

DECISIONMAKING

OPERATING

MO - MOTIVATING

PL- PLANNING

EX-

EXECUTING

AS-

IMPROVING

ASSESSING

DE- DEVELOPING

BD- BUILDING

LR- LEARNING

**A
C
T
I
O
N
S**





Classifying Behavior - ACTIONS

COMMUNICATING

DECISION MAKING

MOTIVATING

**B
E**

**K
N
O
W**

**D
O**

- ▮ Getting people to do what you want them to do
- ▮ Behavior noted and responded to by your team







- ▮ Draw people to you as a leader through these



Classifying Behavior - ACTIONS



COMMUNICATING - Displaying oral, written and listening skills

-  Conveys ideas concisely; inspires interest
-  Conveys ideas with conviction; persuades others
-  Clear, concise, compelling; grammatically correct
-  Assesses audience (how is message received?)
-  Presents expressions in organized manner
-  Uses visual aids

CO



Classifying Behavior - ACTIONS



DECISION MAKING - Ability to drive events by demonstrating conviction and resolve in your own judgments

- **KEY:** Team responds to leader's resolve & confidence; leader affects the pace of action through his resolve
- Gets subordinates to act through conviction
- Acts with certainty on key issues
- Quickly recovers after learning decision was incorrect
- Makes and implements "hard, right decision"
- Makes the "Demonstrating resolve and conviction"

DM



Classifying Behavior - ACTIONS

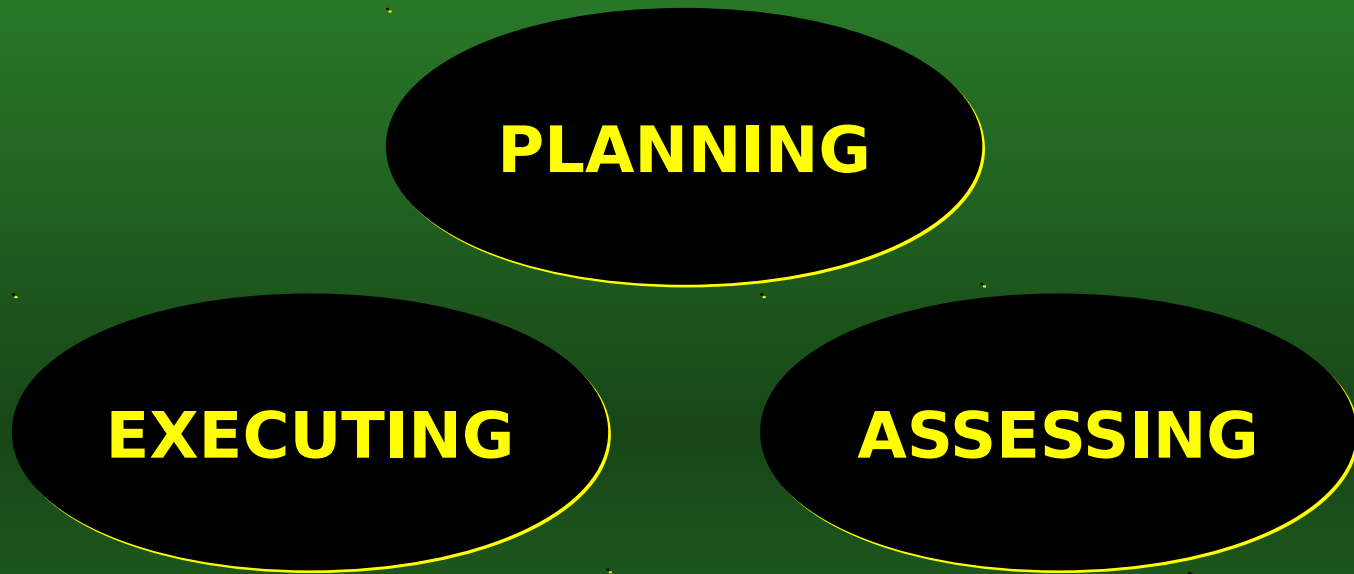


MOTIVATING - Generating enthusiasm and energy in others

- Inspiring in subordinates the will to accomplish the mission
- Gauging climate of unit and using tools to improve unit morale
- Clearly and enthusiastically articulating expectations
- Keeping subordinates informed; providing rat and early warning
- **MO** *Actively seeking ways to inspire better performance*
- Considering subordinates' input



Classifying Behavior - ACTIONS



➤ Actions you take to accomplish the immediate mission

➤ Conducting the “mission proper” in three distinct phases;
Phase 1 - Planning, Phase 2 - Executing, Phase 3 -

B
E
K
N
O
W
D
O



Classifying Behavior - ACTIONS



PLANNING/PREPARING - “Developing detailed, executable plans that are feasible, acceptable and suitable...involves laying out the work and making necessary arrangements” – FM 22-100

- Detailed planning process (vs improvisation)
- Formal, time and resource intensive process
- Adheres to “1/3 - 2/3 rule”; sets priorities and suspenses
- Balances competing demands within resources
- Arranges support for exercise or operation
- Includes incorporating time for, planning and conducting rehearsals

PL

“Deliberate process of preparation for the miss



Azimuth Check



5. You are an evaluator for a SQD STX lane. You give the mission briefing to the squad leader you are evaluating. Within three minutes the SL evaluates lane's obstacle and issues a good plan in the five paragraph OPORD format.

CN or PL



Classifying Behavior - ACTIONS



EXECUTING - “Acting to accomplish the mission...doing the job” - FM 22-100

- ▢ **Completing tasks to standard & within commander’s intent**
- ▢ **Overcoming obstacles; thriving in fluid environment**
- ▢ **Maintaining accountability of people and equipment**
- ▢ **Payoff based on all work gone on before**
- ▢ **Acting to achieve goals; to standard and on time**
- ▢ **Making appropriate corrections to ensure success**

EX

“Supervising the operational phase of the mission”



Classifying Behavior - ACTION



ASSESSING - Evaluating the effectiveness of the plan or operation

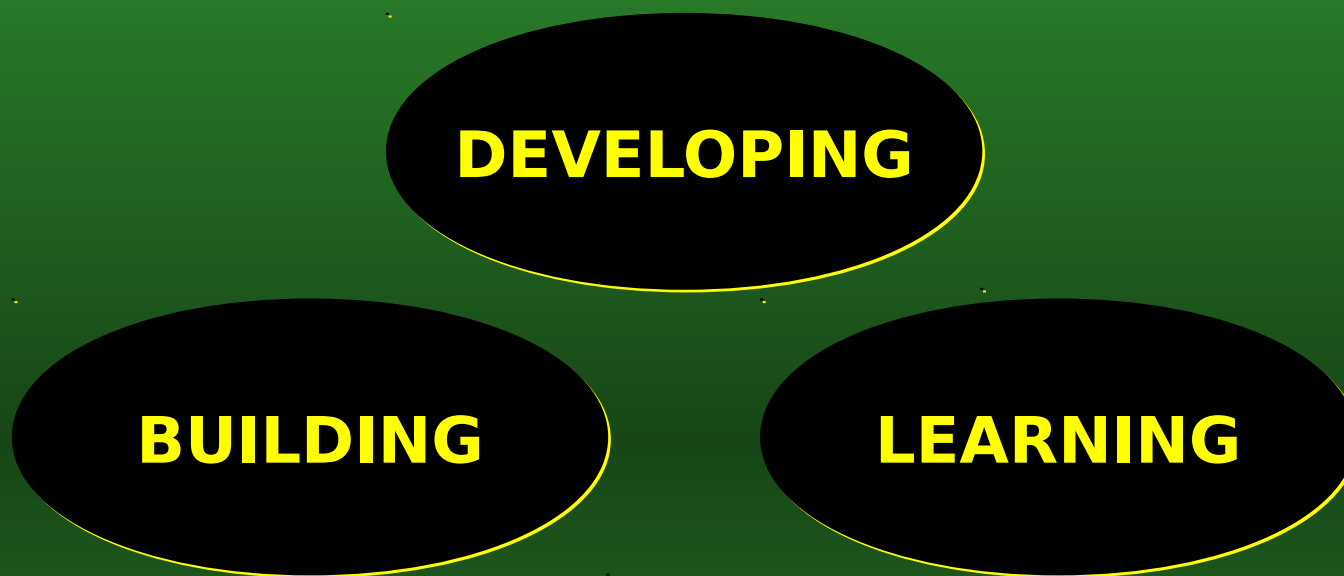
- ▮ Observes, records and offers feedback
- ▮ Sorts out important actual and potential problems; anticipates when conditions change
- ▮ Uses AAR to identify lessons learned
- ▮ Identifies necessary corrections (focused on mission accomplishment)
- ▮ Uses in-progress reviews

AS

“Systematic process of recognizing potential problems...”



Classifying Behavior - ACTIONS



B
E
K
N
O
W
D
O

❖ Increasing personal, individual and organizational capabilities to accomplish future missions

❖ Actions you take to leave the unit better than you found it



Classifying Behavior - ACTIONS



DEVELOPING - Improving individuals

- Enhances self-confidence, competence & self-esteem of subordinates
- Guides others in thinking through problems for themselves
- Designs practice for an individual's area of weakness
- Encourages initiative; anticipates mistakes and offers assistance without being overbearing

• Coaches, trains, mentors, encourages, inspires, **DE** **Working to improve the performance of individuals**
example **for future operations"**

- Makes spot corrections (focused on future operations)



Classifying Behavior - ACTIONS



BUILDING - Improving teams/units

- ▣ Gets people to work together
 - ▣ Fosters an ethical climate; ensures people are treated fairly
 - ▣ Adopts unpopular higher decisions; gets team to act
 - ▣ Cooperative diligent follower; helps build the larger team
 - ▣ Works up chain of command to resolve problem
 - ▣ Keeps team positive in confusing situations
 - ▣ Helps others after completing own work
 - ▣ Makes corrections for future operations
- BD**
- “Working to improve the effectiveness of the team”**



Azimuth Check



6. You are evaluating a squad leader conducting a SQD STX mission. In the AA you observe the SL lead his squad through rehearsals for actions on the objective, react to sniper and react to near/far ambush.

BD or PL



Classifying Behavior - ACTIONS



LEARNING - Applying lessons learned on an individual level; improving yourself

- ▢ Expands personal knowledge
- ▢ Seeks self-improvement in weak areas
- ▢ Actively seeks and uses feedback on performance
- ▢ Demonstrates self-awareness and analysis
- ▢ Applies lessons learned

LR

- ▢ Usually seen over time

“Self-improvement by applying previous experience to current performance”



Classifying Behavior



1st PRACTICAL EXERCISE



Classifying Behavior



2nd PRACTICAL EXERCISE



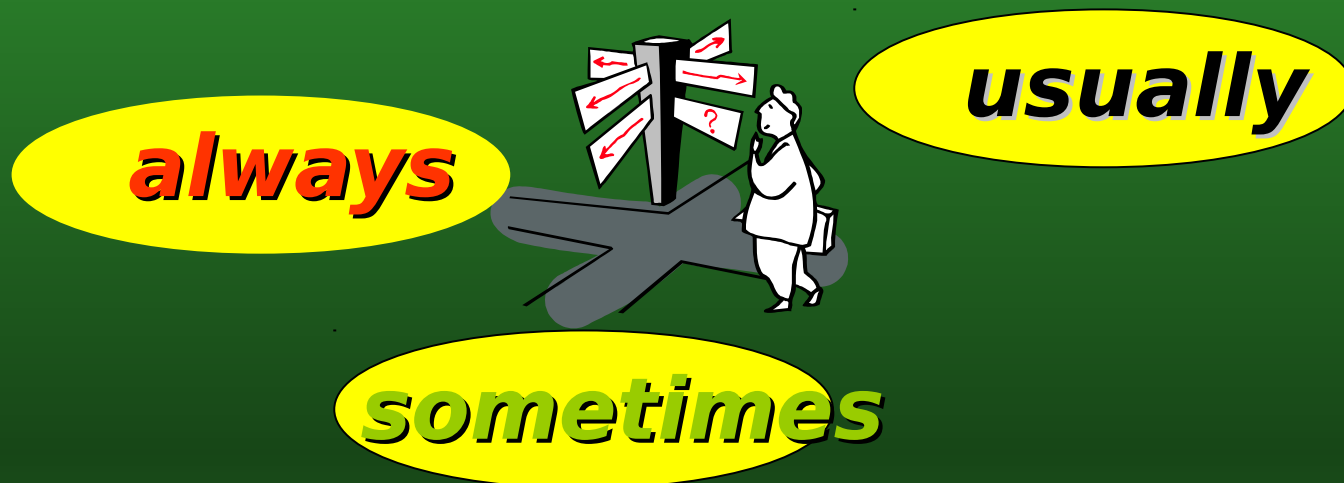
Classifying Behavior



3rd PRACTICAL EXERCISE



Classifying Behavior -- Garrison



☒ ME
☒ PH
☒ EM

☒ CN
☒ IP
☒ TE
☐ TA

☒ CO
☒ D
☒ M
M

☒ PL
☒ EX
☒ AS

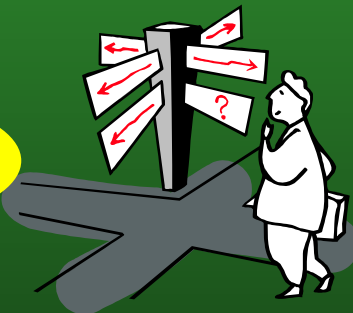
☒ DE
☒ BD
☒ LR



Classifying Behavior -- Tactical



always



usually

sometimes

☒ ME
☒ PH
☒ EM

☒ CN
☒ IP
☒ TE
☒ TA

☒ CO
☒ D
☒ M
M

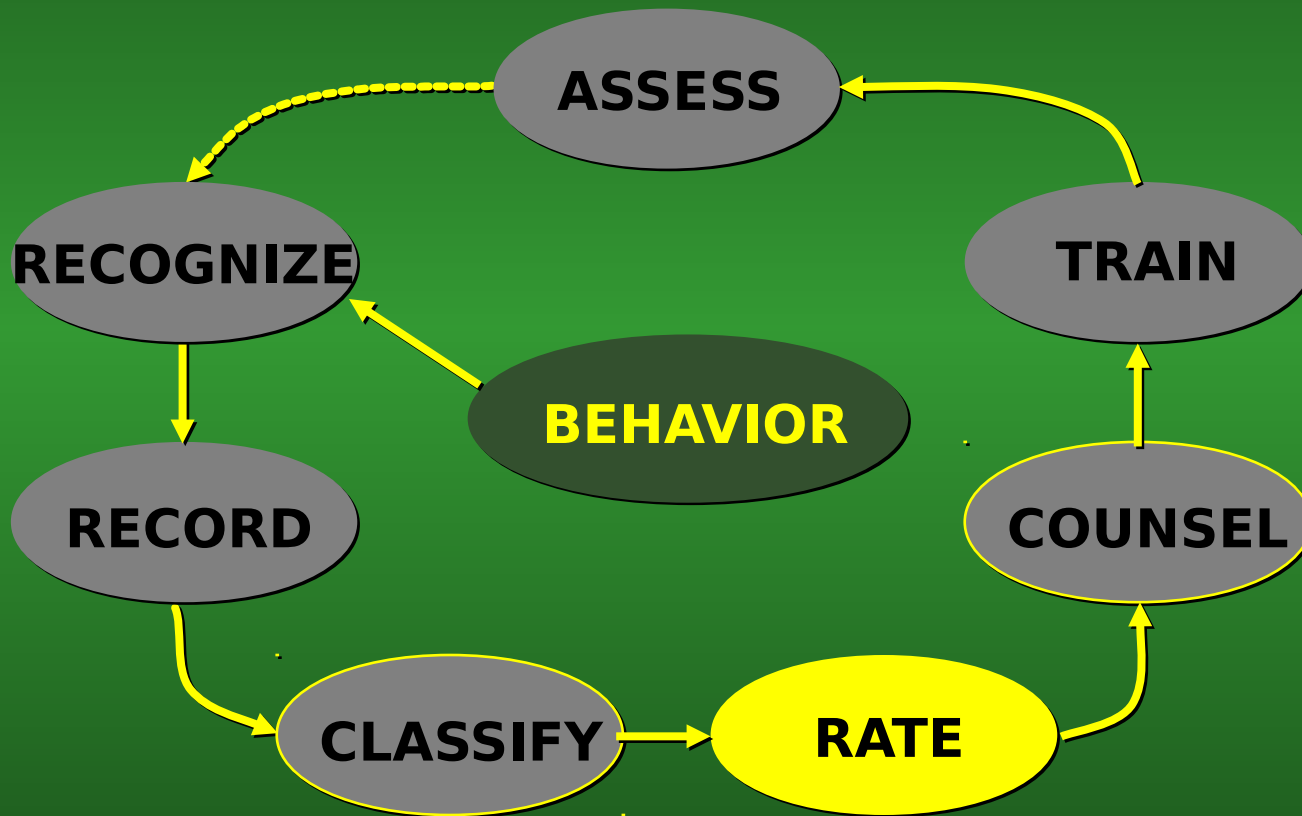
☒ PL
☒ EX
☒ AS

☒ DE
☒ BD
☒ LR

O



Rating Behavior





Rating Behavior



- **Base the net assessment on the cadet's overall effectiveness**
- **Evaluator and subordinates are making the same (gut) assessment; only difference - evaluator's assessment is backed up with dimensional feedback**

Excellent

- **Consistently above what you *reasonably* expect of a *cadet***

Satisfactory

- **Generally meets what you *reasonably* expect of a *cadet***

Needs Improvement

- **Often below what you *reasonably* expect of a *cadet***



Rating Behavior



Satisfactory Standards:

Usually generates reasonable courses of action... - ME

Adequately shows self-confidence... - EM

Generally conveys ideas... - CO

Attempts to balance resolve... - DM

Reasonably adheres to “1/3-2/3 Rule”... - PL

Generally shows accountability... - EX

Attempt to meet subordinate’s needs...- MO

Points To Ponder:

- *Evaluating based on what we expect of cadets—not officers and NCO’s_*
- *Satisfactory ratings allow room for mistakes*
- *Beware of conclusions based on a single observation; look for trends*



Rating Behavior



PRACTICAL EXERCISE



Administering CCF 156-4a (Blue Card)

LDP Handbook pages 20-21



Completing CCF 156-4a (Blue Card Administration)



Summary Statement Development: Painting The Picture

- Narrative summary of total performance during the observed period.
- Write in the same manner you would describe what the cadet just did to one of your peers - *Write what you see!*
- Well written summary statements:
 - ✓ Facilitate quick, effective counseling by highlighting critical behavior
 - ✓ Tell what happened
 - ✓ Provide a record of counseling
 - ✓ Help build the cadet's CER



Summary Statement Development



- ✓ **Bottom Line Up Front** - First sentence is a quantified statement of the cadet's overall leadership effectiveness
- ✓ **Use the remainder of summary used to address critical leadership behavior**
- ✓ **Include consistency, growth, challenges faced, level of difficulty of position held, etc. to help "paint the picture"**
- ✓ **Use the statement to send a message to the cadet and his/her cadre**
- ✓ **Clearly spell out justification for "N" dimensional ratings; justification should consist of more than one observation**
- ✗ **Do not attempt to write a chronological series of action statements**
- ✗ **Do not address insignificant or non-critical behavior**



Completing CCF 156-4a (Blue Card Administration)



LEADERSHIP ASSESSMENT REPORT

CADET COMMAND REG 145-3
REQUIREMENTS CONTROL SYMBOL ATCC-122

PART I - RECORD OF OBSERVATIONS AND COUNSELING

Check here if **SPOT REPORT** ☐

a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts II and III. Use Continuation Card if necessary.

Cadet Taylor performed in an excellent manner; his energy and enthusiasm were instrumental in the success of the company. His outstanding ability to react to unexpected changes in the company commander's guidance was critical to the company's meeting SP time. Subordinates recognized his rapid reaction and responded in kind. Throughout the day, he faithfully supported an indecisive company commander, tactfully guiding him at times to the correct decision. Maintained the same level of energy and appearance throughout the day in spite of lack of sleep the previous night due to inclement weather. Cadet Taylor continues to show improvement in dealing with subordinates. Good job of working with the 2d Plt Sgt on PCIs.

b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" dimension as identified in Part II. ("IMPROVE" comments are required for each "N" entry in Part II) **Not required for Spot Report.**

SUSTAIN: CN - Rapidly solved critical issues such as the late arrival of 2nd Platoon to MRE draw.
DM - Demonstrated resolve energized subordinates by personally directing tired PSGs to execute equipment draw.

IMPROVE: AS - Sought ways to improve ongoing operations by utilizing in-stride AARs with the XO.

IP - Need to demonstrate greater patience when dealing with subordinates. You showed little patience for the number of questions asked by the PSGs on bivouac operations.

RATED CADET NAME

Taylor, Brian

UNIT

3/A/1/2

DUTY POSITION (Location if Spot Report)

1SG

DATE

5 Jun 03

RATED CADET SIGNATURE

ASSESSOR NAME / INITIALS

Jeffrey L. Jacobs

JLJ

CADRE CADET





1st PRACTICAL EXERCISE

COMPLETING the BLUE CARD



BLUE CARD - VERSION 1



LEADERSHIP ASSESSMENT REPORT

CADET COMMAND REG 145-3
REQUIREMENTS CONTROL SYMBOL ATCC-122

PART I - RECORD OF OBSERVATIONS AND COUNSELING

Check here if **SPOT REPORT** ☐

a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts II and III. Use Continuation Card if necessary.

Bass demonstrated the necessary expertise to successfully lead his team and was instrumental in his team's success. He completed all assigned tasks to standard, and showed good initiative and analytical skills. Bass persevered in the face of adversity and gained the trust and support of his subordinates. During the leadership opportunity Bass successfully accomplished tasks that he had previously struggled with. Bass performance reflects great credit upon himself, his cadre and his unit.

b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" dimension as identified in Part II. ("IMPROVE" comments are required for each "N" entry in Part II) **Not required for Spot Report.**

SUSTAIN: CN - Created a solution to a serious problem confronting his unit

PH - Exhibited great physical strength

MO - Fired up his subordinates

IMPROVE: EM - Remained calm under pressure

TE - Continue to practice individual tasks

RATED CADET NAME

Bass, Ronnie

UNIT

Titans

DUTY POSITION (Location if Spot Report)

QB

DATE

5 Jun 03

RATED CADET SIGNATURE

ASSESSOR NAME / INITIALS

William C. Roebuck

WCR

CADRE CADET





BLUE CARD - VERSION 1



PART II - CHARACTER: Disposition of the leader: combination of values, attributes, and skills affecting leader actions

a. ARMY VALUES (Comments mandatory for all "NO" entries. Use Part I.)		Yes	No
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit, and the soldier			
2. DUTY: Fulfills professional, legal, and moral			
3. RESPECT: Promotes dignity, consideration, fairness, & EO			
4. SELFLESS-SERVICE: Places Army priorities before self			
5. HONOR: Adherence to the Army's publicly declared code of values			
6. INTEGRITY: Possesses high personal moral standards; honest in word and deed			
7. PERSONAL COURAGE: Manifests physical and moral bravery			X

b. LEADER ATTRIBUTES / SKILLS / ACTIONS:

Mark "E", "S", or "N" for each observed dimension. IMPROVE comments in Part II are mandatory when rating of "N" is indicated.

1. ATTRIBUTES <i>Fundamental qualities and characteristics</i>	ME	MENTAL	X	S	N	PH	PHYSICAL	X	S	N	EM	EMOTIONAL	X	S	N		
	Possesses desire, will, initiative and discipline					Maintains appropriate level of physical fitness and military bearing					Displays self-control; calm under pressure						
2. SKILLS <i>Skill development is part of self-development; prerequisite to action</i>	CN	CONCEPTUAL	X	S	N	IP	INTERPERSONAL	E	X	N	TE	TECHNICAL	E	X	N		
	Demonstrates sound judgment, critical/creative thinking, moral reasoning					Shows skill with people; coaching, teaching, counseling, motivating and empowering					Possesses the necessary expertise to accomplish all tasks and functions						
	TA	TACTICAL Demonstrates proficiency in required professional knowledge, judgment, and warfighting													E	S	N
3. ACTIONS Major activities leaders perform; influencing, operating and improving																	
INFLUENCING <i>Method of reaching goals while operating/improving</i>	CO	COMMUNICATING	E	X	N	DM	DECISION-MAKING	E	S	N	MO	MOTIVATING	X	S	N		
	Displays good oral, written, and listening skills for individual / groups					Employs sound judgment, logical reasoning, and uses resources wisely					Inspires, motivates, and guides others toward mission accomplishment						
OPERATING <i>Short-term mission accomplishment</i>	PL	PLANNING	E	S	N	EX	EXECUTING	X	S	N	AS	ASSESSING	E	X	N		
	Develops detailed, executable plans that are feasible, acceptable, and suitable					Shows tactical proficiency, meets mission standards, and takes care of people / resources					Uses after-action and evaluation tools to facilitate consistent improvement						
IMPROVING <i>Long-term improvement in the Army, its people, and organizations</i>	DE	DEVELOPING	E	S	N	BD	BUILDING	E	S	N	LR	LEARNING	E	X	N		
	Invests adequate time and effort to develop individual subordinates as leaders					Spends time and resources improving teams, groups, and units; fosters ethical climate					Seeks self-improvement and organizational growth; envisioning, adapting and leading						

PART III - OVERALL NET ASSESSMENT (Circle one)



E

S

N



BLUE CARD - VERSION 2



LEADERSHIP ASSESSMENT REPORT

CADET COMMAND REG 145-3
REQUIREMENTS CONTROL SYMBOL ATCC-122

PART I - RECORD OF OBSERVATIONS AND COUNSELING

Check here if **SPOT REPORT** ☐

a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts II and III. Use Continuation Card if necessary.

Ronnie Bass excelled as a back-up high school quarterback. Bass entered the state semi-final game after the starting quarterback was knocked out of the game by an all-state defensive lineman. On the sideline, before entering the game, Bass appeared nervous and hesitant as he received instructions from the coach. Once he reached the huddle, however, Bass projected an image of complete poise and confidence to his teammates. Bass developed and implemented a plan to counter the all-state lineman. He greatly inspired his teammates placing himself at risk and flipping the all-state lineman--knocking the lineman out of the game. As Bass led his team down the field, he successfully completed a pitch play--a play that he had previously struggled with in practice and expressed doubts about being able to perform just before he entered the game.

b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" dimension as identified in Part II. ("IMPROVE" comments are required for each "N" entry in Part II) **Not required for Spot Report.**

SUSTAIN:
CN - Quickly developed a play, within the coach's, play that neutralized the defensive lineman
PH - Demonstrated impressive physical strength by hitting and flipping the lineman
MO - Visibly inspired your teammates by placing yourself at risk and knocking the lineman out of the game
IMPROVE:
EM - Did not let your teammates see your nervousness; did not let your self-doubts cripple you
TE - Continue to practice the pitch play until you have complete confidence in your ability to perform it

RATED CADET NAME	UNIT	DUTY POSITION (Location if Spot Report)	DATE
Bass, Ronnie	Titans	QB	5 Jun 03
RATED CADET SIGNATURE	ASSESSOR NAME / INITIALS	CADRE CADET	
	William C. Roebuck	WCR <input checked="" type="checkbox"/> <input type="checkbox"/>	



BLUE CARD - VERSION 2



PART II - CHARACTER: Disposition of the leader: combination of values, attributes, and skills affecting leader actions

a. ARMY VALUES (Comments mandatory for all "NO" entries. Use Part I.)

		Yes	No
1. LOYALTY:	Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit, and the soldier		
2. DUTY:	Fulfills professional, legal, and moral		
3. RESPECT:	Promotes dignity, consideration, fairness, & EO		
4. SELFLESS-SERVICE:	Places Army priorities before self		
5. HONOR:	Adherence to the Army's publicly declared code of values		
6. INTEGRITY:	Possesses high personal moral standards; honest in word and deed		
7. PERSONAL COURAGE:	Manifests physical and moral bravery		X

b. LEADER ATTRIBUTES / SKILLS / ACTIONS:

Mark "E", "S", or "N" for each observed dimension. IMPROVE comments in Part II are mandatory when rating of "N" is indicated.

1. ATTRIBUTES <i>Fundamental qualities and characteristics</i>	ME	MENTAL	E	X	S	N	PH	PHYSICAL	E	X	S	N	EM	EMOTIONAL	E	X	S	N
	Possesses desire, will, initiative and discipline						Maintains appropriate level of physical fitness and military bearing						Displays self-control; calm under pressure					
2. SKILLS <i>Skill development is part of self-development; prerequisite to action</i>	CN	CONCEPTUAL	E	X	S	N	IP	INTERPERSONAL	E	X	S	N	TE	TECHNICAL	E	X	S	N
	Demonstrates sound judgment, critical/creative thinking, moral reasoning						Shows skill with people; coaching, teaching, counseling, motivating and empowering						Possesses the necessary expertise to accomplish all tasks and functions					
	TA	TACTICAL Demonstrates proficiency in required professional knowledge, judgment, and warfighting														E	S	N
3. ACTIONS <i>Major activities leaders perform; influencing, operating and improving</i>																		
INFLUENCING <i>Method of reaching goals while operating/improving</i>	CO	COMMUNICATING	E	X	S	N	DM	DECISION-MAKING	E	S	N	MO	MOTIVATING	E	X	S	N	
	Displays good oral, written, and listening skills for individual / groups						Employs sound judgment, logical reasoning, and uses resources wisely						Inspires, motivates, and guides others toward mission accomplishment					
OPERATING <i>Short-term mission accomplishment</i>	PL	PLANNING	E	S	N	EX	EXECUTING	E	X	S	N	AS	ASSESSING	E	X	S	N	
	Develops detailed, executable plans that are feasible, acceptable, and suitable						Shows tactical proficiency, meets mission standards, and takes care of people / resources						Uses after-action and evaluation tools to facilitate consistent improvement					
IMPROVING <i>Long-term improvement in the Army, its people, and organizations</i>	DE	DEVELOPING	E	S	N	BD	BUILDING	E	S	N	LR	LEARNING	E	X	S	N		
	Invests adequate time and effort to develop individual subordinates as leaders						Spends time and resources improving teams, groups, and units; fosters ethical climate						Seeks self-improvement and organizational growth; envisioning, adapting and leading					

PART III - OVERALL NET ASSESSMENT (Circle one)



E

S

N



2nd PRACTICAL EXERCISE

COMPLETING the BLUE CARD



3rd PRACTICAL EXERCISE

COMPLETING the BLUE CARD



SPOT REPORTS



- ❖ **Mark “X” on front side of Blue Card**
 - ❖ **For noteworthy performance or behavior as follower or team member**
 - ❖ **Used during field or garrison training**
 - ❖ **Generally not used for cadet currently in leadership position**
 - ❖ **Provides an opportunity to capture dimensional “blind spots”**
 - ❖ **Often documents candid behavior which more accurately reflects cadet**
- LDP Handbook pages 18-19**



SPOT REPORT



LEADERSHIP ASSESSMENT REPORT

CADET COMMAND REG 145-3
REQUIREMENTS CONTROL SYMBOL ATCC-122

PART I - RECORD OF OBSERVATIONS AND COUNSELING

Check here if **SPOT REPORT** ☒

a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts II and III. Use Continuation Card if necessary.

CDT Knox performed exceptionally as "A" team leader on PTRL STX; despite a lack of sleep and a soaking wet uniform, CDT Knox lead his team in a support role for the squad leader. He continually was checking his team and taking care of his soldiers while tactfully assisting a weak squad leader. Among his own team he kept morale up by setting the example. While others slept or complained in the ORP, CDT Knox's team stayed alert and on mission. Despite the inclement conditions and fatigue, CDT Knox ensured his team successfully laid down a sustained base of fire and helped ensure the successful execution of a deliberate attack.

b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" dimension as identified in Part II. ("IMPROVE" comments are required for each "N" entry in Part II) **Not required for Spot Report.**

SUSTAIN:

IMPROVE:

RATED CADET NAME

Knox, Henry

UNIT

8/A/3/2

DUTY POSITION (Location if Spot Report)

PTRL STX

DATE

5 JUL 04

RATED CADET SIGNATURE

ASSESSOR NAME / INITIALS

William C. Roebuck

WCR

CADRE CADET





SPOT REPORT



PART II - CHARACTER: Disposition of the leader: combination of values, attributes, and skills affecting leader actions

a. ARMY VALUES (Comments mandatory for all "NO" entries. Use Part I.)

Yes No

Yes No

1. **LOYALTY:** Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit, and the soldier

2. **DUTY:** Fulfills professional, legal, and moral

X

5. **HONOR:** Adherence to the Army's publicly declared code of values

3. **RESPECT:** Promotes dignity, consideration, fairness, & EO

X

6. **INTEGRITY:** Possesses high personal moral standards; honest in word and deed

4. **SELFLESS-SERVICE:** Places Army priorities before self

X

7. **PERSONAL COURAGE:** Manifests physical and moral bravery

b. LEADER ATTRIBUTES / SKILLS / ACTIONS:

Mark "E", "S", or "N" for each observed dimension. IMPROVE comments in Part II are mandatory when rating of "N" is indicated.

1. ATTRIBUTES

Fundamental qualities and characteristics

ME

MENTAL

E

S

N

PH

PHYSICAL

E

S

N

EM

EMOTIONAL

X

S

N

Possesses desire, will, initiative and discipline

Maintains appropriate level of physical fitness and military bearing

Displays self-control; calm under pressure

2. SKILLS

Skill development is part of self-development; prerequisite to action

CN

CONCEPTUAL

E

S

N

IP

INTERPERSONAL

X

S

N

TE

TECHNICAL

E

S

N

Demonstrates sound judgment, critical/creative thinking, moral reasoning

Shows skill with people; coaching, teaching, counseling, motivating and empowering

Possesses the necessary expertise to accomplish all tasks and functions

TA

TACTICAL

Demonstrates proficiency in required professional knowledge, judgment, and warfighting

E

S

N

3. ACTIONS Major activities leaders perform; influencing, operating and improving

INFLUENCING

Method of reaching goals while operating/improving

CO

COMMUNICATING

E

S

N

DM

DECISION-MAKING

E

S

N

MO

MOTIVATING

X

S

N

Displays good oral, written, and listening skills for individual / groups

Employs sound judgment, logical reasoning, and uses resources wisely

Inspires, motivates, and guides others toward mission accomplishment

OPERATING

Short-term mission accomplishment

PL

PLANNING

E

S

N

EX

EXECUTING

E

S

N

AS

ASSESSING

E

S

N

Develops detailed, executable plans that are feasible, acceptable, and suitable

Shows tactical proficiency, meets mission standards, and takes care of people / resources

Uses after-action and evaluation tools to facilitate consistent improvement

IMPROVING

Long-term improvement in the Army, its people, and organizations

DE

DEVELOPING

E

S

N

BD

BUILDING

E

S

N

LR

LEARNING

E

S

N

Invests adequate time and effort to develop individual subordinates as leaders

Spends time and resources improving teams, groups, and units; fosters ethical climate

Seeks self-improvement and organizational growth; envisioning, adapting and leading

PART III - OVERALL NET ASSESSMENT (Circle one)

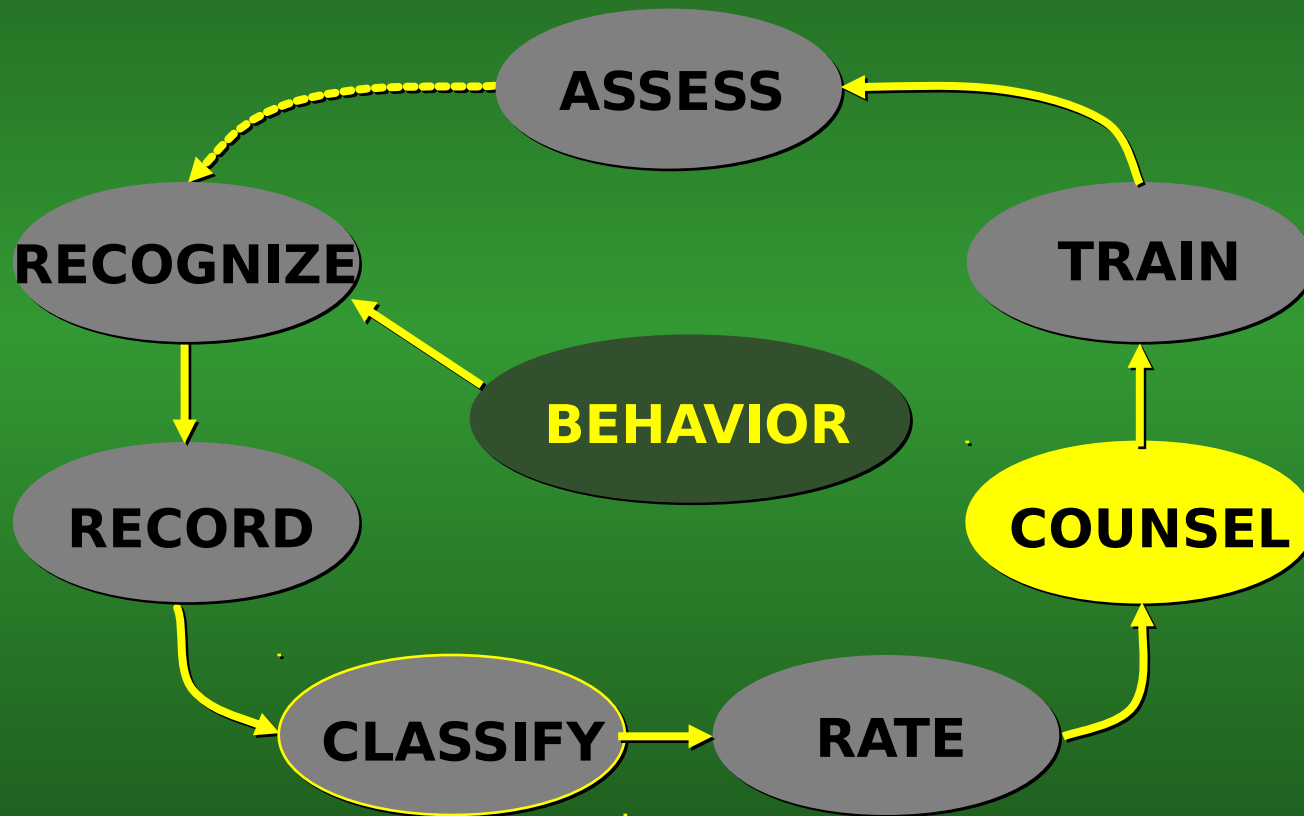
E

S

N



Counseling





COUNSELING - “ Subordinate-centered communication that produces a plan outlining actions necessary for subordinates to achieve individual or organizational goals”

FM 22-100

WHY COUNSEL?

**Improve cadet performance through constructive
Counseling and effective, timely feedback**

**is the single most important function performed
by the Officer / NCO, and must be continuous
and professional.”**



LDP Handbook pages 25 - 27



AFTER ACTION REVIEW



AFTER ACTION REVIEW



What is an After Action Review?

1. After action reviews (AARs) provide feedback to cadets as a *team* about the *team's performance*.
2. When properly facilitated, AARs allow the participants to review (and discover) for themselves
 - a. what happened,
 - b. why it happened and
 - c. how to make it better.
3. The AAR process should maximize cadet involvement in the analysis of training, which serves also to promote cadet leader development.



Mission AAR / Individual LDP Counseling



Two Events, Two Purposes

Mission AAR

- Focus: Collective
 - Addresses:
 - Training objective
 - Team execution
 - Team sustainment/improvement
1. Mission, Concept: *What should have happened.*
 2. What did happen / why
 3. What to do differently next time.

Individual Counseling

- Focus: Individual Leader
 - Values
 - Attribute
 - Skills
 - Actions
- “Blue card” observations
1. Sustain
 2. Improve
 3. Corrective Actions



Completing CCF 156-2 (Yellow Card Administration)



CADET SELF ASSESSMENT REPORT

ROTC Cdt Cmd Reg 145-3
REQUIREMENTS CONTROL SYMBOL ATCC-122

Cadet

KNOX, HARD

Unit

6/B/3/2

Duty
Position

PSG

Length(Hours)

24

Date

6-7 Jul 05

SUMMARY OF PERFORMANCE (Describe the Situation, assigned Task, the Action taken, and the Results **Card 1 of 1**)

S: 1PLT conducts APFT for Warrior Forge on 4 Jul 04

T: Prepare PLT for movement and form up with the company

A: Informed SLs of PLs intent and conducted a back brief to ensure understanding

A: Ensured SLs were aware of our formation time and had them conduct PCIs

R: 1PLT formed up and moved out in time to form up with the company

T: Move as a part of the company formation to the APFT site

A: Assisted 1SG in proper formation commands

A: Ensured 1PLT followed the commands of the 1SG and moved to the APFT site.

R: 1PLT was at the APFT site on time and ready for testing

T: Following APFT move PLT back for chow and change of command

A: After moving to the company area I moved 1PLT to the chow hall and turned over command to the 1SL so that the PL, myself and the SLs could prep for the AAR.

A: Conducted a successful and constructive AAR for the PLT and executed the change of command.

R: The PLT was better prepared to execute training the next day.

LDP Handbook pages 23 - 25



Completing CCF 156-2 (Yellow Card Administration)



My Strongest Dimensions: (list 1, 2 or 3)

TE - My knowledge of D&C allowed me to assist the 1SG in forming the company

PL - By utilizing the TLPs, the PL and I developed a plan that included PCIs and a timeline that was adjusted for the needs of the platoon

Dimensions I Need to Improve: (list 1, 2 or 3)

CN - I did not accurately judge the 1SLs ability when I placed him in charge of the platoon

Complete self-assessment to this point and turn it in prior to counseling

Cadet Summary of Counseling

My Strong Dimensions (As Noted by Evaluator): (list)

AS - I saw the need to prepare for the AAR and helped ensure an effective one

Dimensions to Improve (As Noted by Evaluator): (list)

TE - I was not totally accurate in my knowledge of D&C in assisting the

1SG
Actions/Plan to Take: (sentences or bullets)

I will assist my fellow cadets in preparing and executing the AAR process, this will allow me to continue learning and hone my skills. In addition I will study the appropriate Army manuals and utilize other cadets knowledge of D&C. Within a week I will fix the gaps in my D&C knowledge

Cadet's Signature

CC Form 156-2-R (Reverse Side) Jun 97

Date 7 Jul 05



Counseling Skills



- **Active listening**
 - Allow cadet to do most of talking
 - Show you are listening

- **Watching**
 - Look for indicators of cadet emotions

- **Responding**
 - Questioning - open ended
 - Summarizing - “so what I hear you say is...”
 - Interpreting - “let’s look at how others may see it”
 - Informing - “given what you just said”



COUNSELING



AS A COUNSELOR YOU SHOULD ?

- **Select a suitable site**
- **Review performance information on cadet before**
- **Highlight “Excellent” and “Needs Improvement”**
- **Give examples of those behavior’s**
- **Make the session a two-way affair**
- **Remain calm and undisturbed during the session**
 - **Never argue**
 - **Be honest and up-front**
- **Start and finish on a positive note**



COUNSELING



AS A COUNSELOR YOU SHOULD NOT?

- ❖ **Hurry or rush the session**
- ❖ **Solve the problem for the cadet**
- ❖ **Embarrass the cadet**
- ❖ **Let personality or mannerisms affect your rat**



COUNSELING



POSSIBLE CADET REACTIONS TO COUNSELING

- **DENIAL**
- **NERVOUSNESS**
- **RATIONAL DISAGREEMENT**
- **“TOO EASY” AGREEMENT**
- **ATTEMPTS TO SHIFT BLAME**
- **LOSS OF TEMPER**
- **DESIRE TO QUIT**
- **CRYING**



PEER EVALUATIONS



- **When - As determined by the PMS (Twice at LDAC)**
- **Why - Peer assessed leadership potential (360° Eval.)**
- **How - Rank order all members (strength/weakness)**
- **What cadets should take away**
- **How to counsel afterward**

LDP Handbook page 31



Job Performance Summary Card



CADET-FOCUSED (CCF 156-18a)

and

ASSESSOR-FOCUSED (CCF 156-18b)

LDP Handbook pages 32-37



Cadet-Focused JPSC



JOB PERFORMANCE SUMMARY CARD			Cadet Tirebiter, George L.														SSN 123-45-6789			
School Univ. of Texas-Pan Am			Unit 14/A/3/1																	
			VALUES	ATTRIBUTES			SKILLS				INFLUENCING			OPERATING		IMPROVING				
Date	Position	Assessor	As Obsvd	ME	PH	EM	CN	IP	TE	TA	CO	DM	MO	PL	EX	AS	DE	BD	LR	NET
7/11	SL	LT Anders	RE-,DU-		S		S	S		E	S	S	N	S	S	S	N	S		
7/16	FLRC	LT Colliins				\$		E	S	\$	\$	\$	E	\$		\$		S		\$
7/17	PSG	MSG Wyse			N	\$	\$	S		E		\$		\$	\$	\$	\$	\$	\$	\$
7/19	SPOT	LT Burrus						E		E	E	E			E	E		E		
7/24	SSTX1	CPT Taylor			N	S		S	S	S		E		E	\$	\$	\$	\$	\$	\$
7/28	SL	SFC Mayes				E	E	\$	E	\$	\$	E	\$		S	E		E	S	E
7/28	SPOT	SFC James	PC+			E	E			E	E	E			E	E				E
7/30	SSTX2	CPT Morris			S	S	S	S	S	S	E	S	S	S	\$	\$			E	S
8/2	SL	LT Anders			E	E		E	E	S		\$	E		\$	\$	\$	\$	\$	E
8/4	PSTX	SFC Smith				E	S	S	S	E	E	\$	S	\$	\$	\$	\$	\$	\$	S
SUMMARY OF RATINGS BY DIMENSION				S	E	S	S	E	S	E	E	E	E	S	S	S	S	E	S	
APFT: PU SU		LAND NAV: WR DY		BRM:		SQUAD PEER:		RECONDO:												
RUN TOTAL		NT TOTAL				____ OF ____		YES NO												



Executing LDP

LDP Handbook, Appendix E



Cadre Responsibilities



- Establish a suitable training environment
- Consistency in dealing with cadets
- Credibility through competence and attitude
- Define expectations by modeling principles
- Instill and enforce discipline
- Establish standards of performance
- Be available as a point of reference
- Provide cadets with a mature perspective
- Be visible without being disruptive



Cadet Responsibilities



- Display reasonable effort toward development
- Show trend of personal growth over time
- Contribute to achieving team goals
- Demonstrate commitment through enthusiasm and ethics



Executing LDP



- Increase training value by allowing events to develop
- Use “chaos” as a tool to observe cadet reactions
- Stress adaptive leadership skills; avoid “gamesmanship”
- Be open to innovation
- Anticipate critical behavior and position to observe
- Stifle competitive urges that encourage undue influence
- Encourage self-sufficiency by being unobtrusive
- Don't compromise tactical training



Executing LDP



- **Look for leadership in non-leadership situations**
- **Enhance quality of leadership opportunities**
- **Share assessor information**
- **Watch more; write less**
- **Where dimensions crossover, select most logical**
- **Don't expect Zero Defects**
- **Don't assume that quiet=ineffective**



Executing LDP



- **Start with intuitive recognition of leadership, then break it down into identifiable components**
- **Consider maturity as a component of development**
- **Know your cadets**
- **Recognize development as a long-term process**



Summary / Review



How Did We Do?



- **Understand LDP, what your cadre learns, and how it applies at LDAC and on campus**
- **Understand LDP management tools**
- **Improve understanding of and abilities to execute LDP**
 - **Recognizing, Recording, Classifying, and Rating behaviors**
- **Improve abilities to write Blue Cards and provide cadet feedback**